



## River Oaks Middle

8642 River Oaks Drive  
North Charleston, SC

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	729 Students	
<b>Principal</b>	Dr. Kathy Sobolewski	843-695-2470
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	Bufort "Bo" Blanton	843-873-8454

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

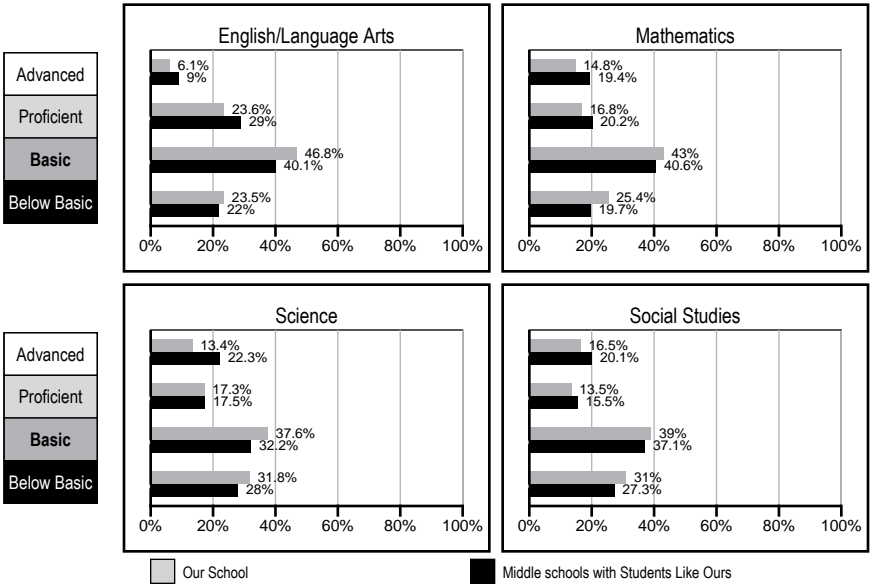
94.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	3	36	6	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	98.4
English 1	95.6	94.5
Physical Science	0	28.0
All Subjects	97.4	97.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=729)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	40.6%	N/R	25.1%	19.4%
Retention rate	5.3%	N/A	1.6%	1.8%
Attendance rate	95.4%	N/A	95.9%	95.8%
Eligible for gifted and talented	15.5%	N/A	20.4%	15.3%
With disabilities other than speech	10.5%	N/A	11.8%	12.9%
Older than usual for grade	6.0%	N/A	2.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	15.6%	N/R	0.7%	0.7%
Annual dropout rate	N/A	N/A	0.0%	0.0%
<b>Teachers (n=52)</b>				
Teachers with advanced degrees	53.8%	N/A	58.0%	55.0%
Continuing contract teachers	40.4%	N/A	74.3%	70.6%
Teachers with emergency or provisional certificates	17.6%	N/A	4.5%	5.4%
Teachers returning from previous year	N/A	N/A	86.8%	83.4%
Teacher attendance rate	94.3%	N/R	95.1%	94.9%
Average teacher salary	\$41,809	I/S	\$45,264	\$44,706
Professional development days/teacher	12.8 days	N/R	12.7 days	11.8 days
<b>School</b>				
Principal's years at school	1.0	N/R	3.0	3.0
Student-teacher ratio in core subjects	21.0 to 1	N/R	22.5 to 1	20.1 to 1
Prime instructional time	88.4%	N/R	89.7%	89.3%
Opportunities in the arts	Excellent	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	96.0%	N/R	98.7%	98.0%
Character development program	Good	N/R	Good	Good
Dollars spent per pupil*	N/A	N/A	\$6,613	\$7,097
Percent of expenditures for instruction*	N/A	N/A	64.9%	64.4%
Percent of expenditures for teacher salaries*	N/A	N/A	60.2%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

River Oaks Middle School was established in August 2007. As a new school, we built relationships with the community and formed a broad base of support built upon shared values and commitments. We are a small school community of 720 students and 47 teaching professionals dedicated to maximizing the academic, creative, athletic, and emotional potential of each student. Our support staff of administrators, guidance counselors, psychologist, therapists, and teaching assistants enables us to care for our students and meet their needs. River Oaks Middle School offers a comprehensive and challenging curriculum that advances the learning for all students. Gifted and talented classes are available in math, science, language arts, and social studies for each grade level. We are rich in technology and strive to utilize all technologies that help our students learn and achieve more.

During our initial year of operation, we set goals and created many programs to serve our students including Student Council, Early Bird program, First Priority, QUEST academic teams, leadership programs, and a highly successful after-school program called Fun School for Life. Our students enjoy many opportunities to strengthen their learning through the arts. ROMS offers classes in piano, guitar, dance, physical education, band, strings, chorus, visual art, and more. The Bobcat Band received a superior rating!

After-school activities such as dances, athletics, field days, and competitions keep the energy high, learning fun, and support the total development of the student. We are most excited about the partnership with the city of North Charleston to develop a full scale athletic park to the side of ROMS. This resource should be complete by the opening of school in August 2008.

During the 08-09 school year, our challenges and areas of focus are to continue to forge a strong relationship with our school community. We strive to increase the number of business partnerships and parent volunteers. Together, our school community will meet the challenge of identifying an area of specialization for ROMS. We'll learn about highly successful schools using a STEM approach (Science, Technology, Engineering, and Math) and investigate the possibility of using that curricular model with our students.

Dr. Kathy Sobolewski, Principal  
Ms. Delores Johnson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	231	90
Percent satisfied with learning environment	71.7%	74.2%	80.9%
Percent satisfied with social and physical environment	88.7%	77.5%	77.0%
Percent satisfied with school-home relations	80.4%	83.1%	73.9%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 13 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.5%	0.0%	No
Student attendance rate	95.4%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	702	100	24.2	47.8	22.7	5.2	42.7	57.8	48.2	No	Yes
<b>Gender</b>											
Male	381	100	27.8	46.7	22.5	3.1	37.8	50.7	41.7	N/A	N/A
Female	321	100	19.8	49.3	22.9	8	49	65.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	311	100	13.7	48.5	30.4	7.4	53.5	65.8	60	Yes	Yes
African American	340	100	34.4	46.5	15.7	3.3	32.1	41.1	31.7	No	Yes
Asian/Pacific Islander	26	100	7.7	61.5	23.1	7.7	57.7	72.3	70.4	I/S	I/S
Hispanic	24	100	47.8	39.1	13	0	26.1	45	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	66	100	70.2	22.8	3.5	3.5	7	21.9	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	21	100	47.4	47.4	5.3	0	26.3	30.8	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	275	100	39.8	42.7	15.8	1.7	27.8	40.7	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	702	99.9	26	45.1	15	13.9	37.4	49.8	45.8	No	Yes
<b>Gender</b>											
Male	381	100	25.6	40.3	18.6	15.6	41.9	50.5	45.6	N/A	N/A
Female	321	99.7	26.5	51.2	10.5	11.8	31.7	49.1	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	311	100	15.1	43.8	18.7	22.4	50.8	59.9	59	Yes	Yes
African American	340	99.7	36.6	45.6	11.4	6.4	25.2	28.3	26.9	No	Yes
Asian/Pacific Islander	26	100	19.2	50	15.4	15.4	42.3	67.1	71.3	I/S	I/S
Hispanic	24	100	34.8	52.2	13	0	17.4	37.4	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	55.2	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	66	100	64.9	29.8	5.3	0	7	21.7	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	21	100	31.6	47.4	15.8	5.3	26.3	26	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	275	99.6	39.6	43.8	10.8	5.8	24.6	32	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	472	100	31.4	37.6	17.2	13.8	31	42	35.7	95.4	96.1
Gender											
Male	267	100	30	36.4	19	14.6	33.6	45.1	37.4	95.1	95.9
Female	205	100	33.3	39.3	14.8	12.6	27.3	38.7	33.8	95.7	96.3
Racial/Ethnic Group											
White	204	100	20.8	35	22.3	21.8	44.2	52.4	49.2	95.5	96
African American	230	100	41.6	41.1	10.9	6.4	17.3	20.7	17	95.2	96.2
Asian/Pacific Islander	18	100	16.7	22.2	38.9	22.2	61.1	52.7	58	97.1	97
Hispanic	20	100	47.4	42.1	10.5	0	10.5	27.1	24.9	94.6	96.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.2	37.4	88.5	95.8
Disability Status											
Disabled	47	100	66.7	23.1	5.1	5.1	10.3	21.6	14	92.6	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	93.2
English Proficiency											
Limited English Proficient	19	100	41.2	35.3	17.6	5.9	23.5	18.3	24.4	95.4	96.5
Socio-Economic Status											
Subsidized meals	187	100	47.6	35.4	10.4	6.7	17.1	24.5	21.1	93.8	95.3

Social Studies

All Students	475	99.6	30.6	39.1	13.8	16.6	30.3	43.2	34	95.4	96.1
Gender											
Male	248	99.6	30.2	37	14	18.7	32.8	46.4	36.6	95.1	95.9
Female	227	99.6	31	41.5	13.5	14	27.5	39.7	31.3	95.7	96.3
Racial/Ethnic Group											
White	210	99.5	21.8	37.1	18.3	22.8	41.1	51	44.5	95.5	96
African American	239	99.6	39.9	39.4	9.6	11.1	20.7	25.8	19.1	95.2	96.2
Asian/Pacific Islander	14	100	7.1	57.1	21.4	14.3	35.7	61.4	58.9	97.1	97
Hispanic	11	100	50	40	0	10	10	32.8	27.5	94.6	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	46	32.7	88.5	95.8
Disability Status											
Disabled	41	100	60	31.4	8.6	0	8.6	20.9	14.4	92.6	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	93.2
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	24.4	27.3	95.4	96.5
Socio-Economic Status											
Subsidized meals	193	99	44.3	40.1	9	6.6	15.6	26.5	21	93.8	95.3

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	206	100	21.2	43	29.5	6.2	35.8
	7	243	100	26.8	49.1	21.4	2.7	24.1
Mathematics								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	206	100	31.1	37.3	15.5	16.1	31.6
	7	243	100	23.2	43.3	14.7	18.8	33.5
Science								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	106	100	44.3	21.6	14.4	19.6	34
	7	243	100	25	44.6	17	13.4	30.4
Social Studies								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	102	100	11.3	24.7	16.5	47.4	63.9
	7	243	100	42.4	34.8	12.5	10.3	22.8
	8	130	98.5	23.7	59.6	14	2.6	16.7

Abbreviations for Missing Data

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